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ABSTRACT

The first half of this booklet presents an annotated list of recommended curriculum guides representing a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies who are in the process of developing a curriculum. Grouped according to the year in which the guides were recommended (1978, 1977, 1976), each annotation provides the following information: the grade levels involved; a statement regarding the educational philosophy or approach; a description of the content, aims, and objectives; and information on obtaining the guide. The second half of the booklet contains a revised statement of criteria for planning and evaluation of English language arts curriculum guides. The evaluation instrument presented in the booklet was designed to apply to many different content emphases within the field of English language studies, as well as to the learning process, organization, methodology, and language versatility. Criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (MAI)

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RECOMMENDED

English Language Arts Curriculum Guides K-12

AND CRITERIA FOR PLANNING AND EVALUATION

1978

Edited by

Sr. Rosemary Winkeljohann

NCTE Director of Member Services

for the NCTE Committee on Curriculum Bulletins

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Staff Editor Catherine Catellani
Staff Typesetter Carol J. Devore

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Foreword

The Educational Resources Information Center (ERIC) is a nationwide information system operated by the National Institute of Education (NIE) of the Department of Health, Education and Welfare as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 100,000 unpublished documents on all phases, levels, and subject areas of education. This is accomplished through ERIC's network of specialized centers or clearinghouses, each of which is responsible for acquiring, evaluating, abstracting, and indexing current significant documents within a particular educational area. The bibliographical information and abstracts for these documents are then listed in ERIC's monthly reference publication, *Resources in Education* (RIE).

ERIC/RCS, the ERIC Clearinghouse on Reading and Communication Skills, collects, analyzes, evaluates, and disseminates educational information related to research, instruction, and personnel preparation at all levels and in all institutions. The scope of interest of the Clearinghouse includes relevant research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials related to all aspects of reading, English, educational journalism, and speech communication.

One of the primary goals of ERIC and NIE is to transform the information found in the ERIC system into a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions of curriculum guides recommended by the NCTE Committee on Curriculum Bulletins. ERIC/RCS is pleased to assist NCTE in providing this continuing service to educators.

Bernard O'Donnell
Director, ERIC/RCS

Introduction

For me to plan a trip home is a rather uncomplicated process of merely getting into a car and going. I know the directions, I know where I am going. If, on the other hand, I plan a trip with my two nieces and have several speaking engagements on the way, I must plan the trip with others in mind. What will be the time schedule, what will be the demands because of the other people involved, what traffic conditions would hinder or help; all of these questions and more are a part of my planning. This is similar to the dilemma most of us feel in curriculum building. If it were only for ourselves that we are planning, and we know what we wanted, we can go ahead and do it. When we are planning curriculum for others, with others, with a destination that is complex and somewhat unknown, the process of planning becomes complicated. Because this is complicated, curriculum building is also complicated. As we learn more about differences in styles of learning and the multiple directions of roles and goals of the students with whom we work, the curriculum process becomes even more complex. The National Council of Teachers of English has always been aware of the many processes that curriculum committees must go through in order to plan curriculum.

The NCTE Commission on Curriculum has from time to time set directions and goals, and in some cases, guidelines, to help the profession. The Committee on Curriculum Bulletins, an offshoot of the Commission on Curriculum, has developed criteria for evaluating and planning curriculum. The goal of the Commission and the Committee has been to serve the profession. Another resource for curriculum planners is a series of starter sheets prepared by NCTE/SLATE (Support for Learning and Teaching of English). These starter sheets deal with, among other issues, the "back-to-the-basics" movement. Each one of the short pamphlets—none is more than two pages—begins with a statement of the issue, sets forth the professional viewpoint on each of these issues, and ends with a suggested strategy for action.

This volume, *Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1978*, is another effort on the part of the National Council of Teachers of English to help curriculum committees. For a number of years, the Committee on Curriculum Bulletins has prepared, through the cooperation of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), this annotated list of recommended guides for the benefit of those schools and agencies which are developing curriculum. The purpose of this list is to publicize good curriculum planning and guide writing in order to provide models for

schools who are reviewing their programs and need a variety of sample frameworks, units, and lesson plans. The guides that are recommended in this annotated listing are available from schools and agencies responsible for producing the guides or from the ERIC Document Reproduction Service (EDRS). A local curriculum committee can study these guides in their grade level to find statements of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. Another NCTE publication, *Aids to Curriculum Planning: English Language Arts K-12,* also gives samples for each of these areas. Another aid to curriculum materials might be the 1977 NSSE Yearbook, *The Teaching of English,* which represents a compendious review of present thinking about the English language arts curriculum and some predictions about the future. In the Editor's Preface, James Squire says "Hopefully, much of what has been learned about effective language and literary education from the experimentation of the past three decades will not be lost but will be integrated into a powerful new 'field theory' or binding concept to unify our educational goals in the English language arts."

Still another service to local curriculum planners is the review service provided by the Committee. When a school district sends in a guide for review, the members of the Committee examine the materials carefully, comment on the printed lists of review criteria, discuss the criteria, and make suggestions on a cassette tape which is sent back to the local school district. Those who submit guides receive this service free of charge. Most reviewing is done in late spring or early fall of each year, and usually takes from four to eight weeks. The Committee also serves as consultants to ongoing curriculum planning for those school districts or curriculum committees that solicit their service.

The Council regards local curriculum development as a professional activity of the highest order. The resources listed above, and the pages of this booklet, are testaments of this regard. We urge teachers everywhere to encourage and participate in continuous curriculum development. It's a vital part of what they do, and—aside from teaching—there is nothing more important.

Sr. Rosemary Winkeljohann
For the Committee
on Curriculum Bulletins

Selected Guides Reviewed and Recommended in 1978

Grades K-12

ENGLISH LANGUAGE ARTS, READING SECTION, K-12. New York State Education Department. 1972. Available from Publication Distribution Unit, Room 169 EBA, State Education Department, Albany, New York 12234 ($.50). [ED 032 309, 86pp.]

This handbook, which suggests activities to help students acquire and improve reading skills, is divided into the following seven units: vocabulary development–word attack skills and vocabulary acquisition skills; reading comprehension; critical and interpretive reading; work study habits; locating information in books and using reference works; rate of reading; and oral reading. All units, based on the sequential learning approach, present objectives and activities for grade levels kindergarten through three, four through six, seven through nine, and ten through twelve. Skills that students are expected to have acquired at the completion of each unit are listed.

ACTION LEARNING: ENGLISH/LANGUAGE ARTS, K-12. North Carolina Department of Public Instruction. 1977. Available from Denny Wolfe, Director of Division of Languages, State Department of Public Instruction, Raleigh, North Carolina 27604 ($3.00). [CS 204 100]

Written by teachers for teachers of English and language arts in kindergarten through grade 12, this book presents 50 projects and activities that actively involve students in the processes of their learning experiences. Each project includes a statement of objectives, a brief description of the project, procedure for the teacher and the students, and evaluation. The 50 projects are grouped into 4 sections: producing books, magazines, and newspapers; using media; curriculum drama; and new directions, such as debate, collage, career day, and map-making. A bibliography is included after each section.

BACKDROP, K-12. Metropolitan Public Schools, Nashville-Davidson County. 1978. Available from Lucille Nabors, 2601 Bransford Avenue, Nashville, Tennessee 37204. [Not available from EDRS]

Backdrop is an apt title for this volume, which gives the philosophical, theoretical, and additudinal background for all of the volumes that are to follow from the Metropolitan Nashville-Davidson County School District. With the work of experts, parents, teachers, and children, a series of materials have been and are being produced concerning the

entire communication program. This volume gives an excellent background for anyone preparing curriculum.

THE SKILLS CONTINUUM AND INSTRUCTIONAL FLOW FOR THE COMPREHENSIVE COMMUNICATIONS/READING PROGRAM, K-12. Metropolitan Public Schools, Nashville-Davidson County, 1978. Available from Lucille Nabors, 2601 Bransford Avenue, Nashville, Tennessee 37204. [Not available from EDRS]

The purpose of this publication is to provide students, teachers, parents, and other citizens with a listing of the learning expectancies in communications and reading for students in the Metropolitan Public School District of Nashville-Davidson County. Because learning is spiral in nature and some learning is dependent upon prerequisite learning, most of the skills involved in reading, writing, talking, listening, and understanding the genres of literature start early. All of these skills require maintenance and increasingly sophisticated levels of operation. This volume, one in a series of many, gives an overview of the entire skill program in every area of communication.

Elementary: Primary Grades

READING TECHNIQUES, ACTIVITIES, WORDS, IDEAS, FUN, GAMES, Primary Grades. Division of Curriculum Services, St. Louis Public Schools. 1976. Available from Anne E. Price, Division of Curriculum Services, 1517 S. Theresa Avenue, St. Louis, Missouri 63104 ($8.25). [ED 136 203, 362pp.]

This is a loose-leaf book of lessons, games, teaching strategies, and activities. It is divided into four major sections—perceptual skills, comprehension strategies, comprehension skills, and study skills—and the pages are color-coded to suggest levels of difficulty. Many of the pages can be used to make duplicating masters for individual pupil worksheets to reinforce or reteach specific reading skills. This resource book was compiled by a committee of classroom teachers, who synthesized the many creative ideas contributed by teachers and curriculum specialists.

Middle School: Grades 4-6

WILMINGTON READING CURRICULUM: A GUIDE TO TEACHING READING 4-6. Wilmington Public Schools. 1977. Available from Carol Sager, Director of Reading K-12, Wilmington Public Schools, Wilmington, Massachusetts 01887. [ED 151 765, 350pp.]

This guide is meant to be used together with the K-3 guide. It is based on the belief that reading is an on-going process and that student needs, not age or grade level, should dictate the presentation of reading skills and activities. Reading is seen as thinking—a necessary component of all learning—and it is felt that instruction in reading should be integrated throughout all areas of the curriculum. Through these guides, the authors have tried to present a reading program that develops the basic skills students need in order to read with ease and satisfaction, that helps students to use reading as a tool for learning, that fosters appreciation of literature, and that develops lifelong interest in reading for enjoyment.

Secondary: Grades 7-10

LIKE LANGUAGE! 3, GRADES 7-10. Halton Board of Education, 1976. Available from Ian Fraser, Box 184, Burlington, Ontario, Canada L7R 3Y2. ($10.00, make check payable to Language Associates, Canada.) [Not available from EDRS]

Theory and research have abundantly confirmed what sensitive teachers have always known: language is various; students are various; and students develop skills, knowledge, and attitudes in English/Language Arts across a wide and broken front. In practical terms, this means that no English curriculum designer can presume to set forth the one correct learning sequence. A curriculum must facilitate but never replace the professional judgment of teachers who alone best know the strengths and needs of particular students. This is the aim of *Like Language!*—to serve as a clear-cut display of objectives from which teachers may select as they plan personalized themes, units, and courses.

WRITING IN THE WILD YOUNG SPRING: TEACHING COMPOSITION 4-12. North Carolina Department of Public Instruction, 1978. Available from Denny Wolfe, Director of Division of Language, State Department of Public Instruction, Raleigh, North Carolina 27604 ($2.75). [CS 204 105]

Composed by English teachers at the elementary, secondary, and college levels, this book presents practical methods and materials for teaching writing. Part one contains essays on issues related to teaching writing; part two describes over 100 practical ideas for classroom use, each of which includes the rationale, objectives, procedure for students and for the teacher, and evaluation. These classroom lessons are categorized into three groups: those appropriate for grades four through six, seven through nine, and ten through twelve.

Secondary: Grades 9-12

LANGUAGE THROUGH LOGIC. Ungraded--can be used 9-12. Jordan School District., 1977. Available from Argie Carmichael, 44 Santa Rosa Place, West Jordan, Utah 84084. [Not available from EDRS]

This study of the English language is designed to help students master basic English by mastering the rhetoric of the English sentence. The study is organized inductively, requiring students to generalize grammatical principles from given data. These principles then form the basis for seminar discussions. The study examines sentence patterns and emphasizes the variety of methods available to the student writer for communicating ideas with the English sentence. An extensive section on logical thinking is also included.

UNDERSTANDING LANGUAGE: ENGLISH 8-12. Prince George School District, #57. 1977. Available from Bob Strain, Assistant Coordinator, English Language Arts, School District #57, 1894 9th Avenue, Prince George, British Columbia, Canada V2M 6G6 ($8.50). [Not available from EDRS, 225pp.]

Understanding Language is the secondary resource guide of language and writing skills developed in Prince George, British Columbia. It is an objective-based curriculum guide correlating local goals, outcomes, and objectives with those of the province. Suggested materials and methods are described. Classifications are made in a scope and sequence chart of what is required, what is recommended for extension, and the grade levels by which particular skills should be mastered.

Selected Guides Reviewed and Recommended in 1977

Grades K-12

LANGUAGE ARTS CURRICULUM GUIDE: PERFORMANCE EXPECTATIONS, K-12. Northern Valley Schools. 1976. Available from Dr. Edward A. Ciccoricco, Director of Curriculum and Instruction, Northern Valley Schools, Closter Plaza, Closter, New Jersey 07624 ($7.50, make check payable to NVRHSD Board of Education). [ED 140 329, 86pp.]

This guide identifies significant language arts objectives and then designates, in terms of the typical or "average" student, the grade level at which each concept of skill should be introduced, then reinforced, and finally mastered. Specific objectives are listed for the following language arts areas: listening, speaking, reading readiness skills, vocabulary and word attack skills, reading comprehension, reading rate, reading in content areas, spelling, handwriting, composition, grammar, study/library skills, literature at the primary and intermediate levels, literature at the upper elementary and secondary levels, and elective courses at the senior high school level. The guide includes a list of recommended novels and plays for grades seven through ten; an appendix offers a suggested technique for the study of spelling, a list of common prefixes and suffixes, a basic outline form, and a description of the SQ3R method of study: survey, question, read, recite, and review.

Elementary: Grades K-6

CURRICULUM GUIDE FOR THE LANGUAGE ARTS, K-6. Revised. Darien, Connecticut, Public Schools, 1975. [ED 127 612, 155p.]

The teaching techniques outlined in this student-centered curriculum guide are intended for use by language arts instructors at the kindergarten through sixth-grade levels. The major goals of the curriculum are to foster clear thinking and sound judgment, to encourage awareness of the world, and to create a maximum opportunity for the growth of creativity, as well as to teach specific communication skills. Specific

treatment of the following areas is provided: composing; listening and viewing; talking up; acting out; writing; grammar, usage, and mechanics; handwriting; spelling; and literature. Suggestions for activities are coded by color according to their appropriateness for three grade-level groups: kindergarten through sixth grade, kindergarten through third grade, and fourth through sixth grade.

ENGLISH LANGUAGE ARTS: A CURRICULUM GUIDE, KINDERGARTEN THROUGH GRADE SIX. Hampton City Schools. 1976. Available from Mrs. Betty M. Swiggett, Supervisor of English, 1300 Thomas Street, Y.H. Thomas Annex, Hampton, Virginia 23669 ($8.00, make check payable to Hampton City Schools). [ED 135 010, 333pp.]

This sequential language arts curriculum guide for kindergarten through grade six contains sections on the following: the role of the teacher; the student's role; classroom atmosphere and organization; oral language, including listening, speaking, choral speaking, and creative dramatics; reading; literature; written language – practical writing, creative writing, handwriting, and spelling and dictionary skills; language study; language arts and the interdisciplinary project; and evaluation. Most sections include a discussion, general and specific objectives, suggested activities, and a bibliography.

VERBAL COMMUNICATIONS COMPETENCIES, K-6. Pittsfield Public Schools. 1976. Available from Norman C. Najimy, Director of English, Pittsfield Public Schools, Box 1187, Pittsfield, Massachusetts 01201. ($6.00, make check payable to Pittsfield Public Schools). [ED 134 997, 263pp.]

The competencies established for the language arts program for kindergarten through sixth grade in Pittsfield, Massachusetts, are listed in this document, which indicates grade levels for introducing particular skills, developing skills, and mastering skills. Tests to assist teachers in measuring students' progress in listening comprehension, composition, grammar, writing mechanics, and usage compose the bulk of the guide. For each test there is an A form, to be administered after some initial instruction, and a B form, to be given after additional instruction. Accompanying each set of tests is a statement of the objective which the test is intended to measure, the grade levels for which the test was designed, and references for further skill development. Tests are arranged by objective and by grade level.

Middle School

ADA H.H. LEWIS MIDDLE SCHOOL CURRICULUM GUIDE. Philadelphia Public School System. 1975. Available from Principal, Ada Lewis School, Ardleigh and Tulpehocken Streets, Philadelphia, Pennsylvania 19138 ($8.00, make check payable to School District of Philadelphia). [ED 138 989, 148pp.]

This curriculum guide describes the instructional program at the Ada H.H. Lewis Middle School in Philadelphia, Pennsylvania. In brief, the goals of the program are to provide the schools' fifth-grade through eighth-grade students with educational opportunities based on an eclectic team-teaching approach. Four separate "houses" accommodate students from all grade levels in an open classroom structure. Specifically, the guide discusses the school's philosophy, goals, team structure, conversion scale for student ranking, rosters and schedules, alternative program, and special-education facilities. Curriculum development is outlined in the following areas: reading, communications, science, mathematics, social studies, Latin, typing, art, visual communications, industrial arts and materials, home economics, music, and health and physical education.

MIDDLE SCHOOL LANGUAGE ARTS SKILLS OBJECTIVES GUIDEBOOK: GRADES 6, 7, 8. Escambia County School Board, Pensacola, Florida. 1976. [ED 128 794, 208pp.]

The program outlined in this guide provides course objectives, organized for three grade levels, under the following five major language arts strands: nonverbal communication, oral communication, literature, written communication, and language. Objectives are presented in a logical teaching sequence for each of the language arts strands, with descriptions of the desired skills and of sample exercises and suggested activities. Appendixes contain a list of state (Florida) accreditation standards for middle school language arts, a table of language arts skills objectives, and a lesson plan which makes use of seventh grade skills objectives.

Junior High

AN INTERDISCIPLINARY INSERVICE MODEL FOR TEACHING READING IN THE CONTENT AREAS: GRADES 7-9. Granite School

District. 1975. Available from Dr. Max F. Jackman, West Lake Junior High School, 3450 West 3400 South, Salt Lake City, Utah 84119 ($10.00, make check payable to West Lake Junior High School). [ED 122 223, 281pp.]

The model outlined in this document describes the development of an integrated approach for teaching content reading skills to teachers. Methods and materials applicable to texts and media currently used in classrooms were produced by inservice teachers of science, math, and social studies at a Salt Lake City junior high school. This document contains a copy of the original proposal, a description of the inservice model, an evaluation of the project, teacher evaluations, and outlines of ten workshop sessions (critical and interpretive reading skills, critical thinking, comprehension skills, word attack skills, word identification skills, following directions, vocabulary, vocabulary building, reading study skills, and summaries). Included in each of the session outlines are a discussion of methods and copies of materials developed for use in that skill area.

TEACHING THE PATTERNS OF LIFE, UNIT ONE: CONSUMER EDUCATION; LANGUAGE ARTS PROGRAM FOR LOW ACHIEVERS, GRADE 7. Revised. Springfield Public Schools. 1975. Available from Lorraine A. Plasse, Supervisor of English, 195 State Street, Springfield, Massachusetts 01103 ($10.00, make check payable to Springfield Public Schools). [ED 140 315, 237pp.]

This volume provides a motivational scheme that uses consumer education to teach language arts and build self-confidence in low-achieving junior high school students. Seventeen sequences describe strategies for teaching various aspects of consumer education, including definition of the consumer, problems that face consumers (including discussions of standard of living, supply and demand, business organizations, advertising, and installment buying), the responsibilities of consumers (including treatments of employment, budgeting, credit, utility, and proper use of goods and services), and consumer protection (spanning such topics as guarantees and warranties, legislation, and other consumer aids). Illustrations, activities, and worksheets are presented for many of these units. The final sequence establishes criteria for evaluating students' progress and for assessing the degree to which the program was successful. A bibliography of reference resources and a glossary of terms complete the volume.

Selected Guides Reviewed and Recommended in 1976

Grades K-12

COMPREHENSION–CRITICAL READING/THINKING SKILLS, K-12 (THE BIG NINE); TEACHING READING SKILLS. Vol. 2. Montgomery County Public Schools. For information, write to Clifford J. Kolson, Coordinator of Reading, Montgomery County Public Schools, 850 Hungerford Drive, Room 8-237, Rockville, Maryland 20850. [ED 112 377, 502pp.]

This comprehensive model defines and describes nine categories of comprehension, including word meanings, location/recall, translation, interpretation, prediction, application, analysis, synthesis, and evaluation. Each of the categories includes the following sections: highlights, containing a definition and questions; instructional objectives for kindergarten through grade twelve; a discussion of the topic; and learning activities for kindergarten through grade twelve. Also included are a summary of the contents, a conclusion, an annotated resources list, and a bibliography.

CURRICULUM GUIDE–READING AND LANGUAGE ARTS, GRADES K-12: CURRICULUM GUIDE. Vol. 1, K-4; Vol. 2, 5-12. Galesburg-Augusta Community Schools. 1975. Available from James Van Zandt, Chairperson of Guideline Council, Galesburg-Augusta Community Schools, Galesburg, Michigan 49053 ($5.00). [ED 124 935, 92pp.]

The purpose of this curriculum guide is to provide a sequential framework for teaching reading and the language arts in a traditional classroom or in learning-centered or group-centered situations. Teachers are encouraged to draw from an abundance of basic and supplementary materials. The guide outlines language arts skills, objectives, activities, and resources for kindergarten through sixth grade according to grade level. Guidelines for junior high grades seven and eight include sections on creative writing and the school newspaper. The high school program description outlines the following: the ninth-grade curriculum and desired specific student skills; a modular arrangement for the tenth grade in Shakespeare, speech, the short story, and poetry; and elective minicourses for eleventh and twelfth grades.

LANGUAGE AND COMMUNICATION: A RESOURCE BOOK, K-12. Curriculum Guide No. 40. Minnesota State Department of Education. 1975. Available from Documents Section, Minnesota State Department of Education, Room 140, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55101 ($6.50, make check payable to Documents Section). [ED 105 463, 220pp.]

The major focus of this resource book is on people and the problems they have in relating to one another for mutual growth and development in a rapidly changing society. The goals and objectives of the guide, especially those related to the use and misuse of language in human affairs, have been validated by research as effective for the improvement of writing, critical thinking and critical reading, creativity, and for the reduction of prejudice. The contents consist of a section concerning perspectives on language and communication, writing and communication, and language and literature; a section containing language study concepts and objectives, with sample lessons on the objectives, on speech dialects, and on general semantics; and eleven appendixes which contain material related to the various subjects of this guide.

PREREADING; TEACHING READING SKILLS. Vol. 3. Montgomery County Public Schools. 1974. For information, write to Clifford J. Kolson, Coordinator of Reading, Montgomery County Public Schools, 850 Hungerford Drive, Room 8-237, Rockville, Maryland 20850. [ED 112 378, 120pp.]

This volume describes and discusses the areas in which children must develop in order to learn to read, emphasizing the recognition of the different rates of development for various children. Contained in this material are suggestions regarding the role of the classroom teacher in assessing the needs of the young child, and in planning and organizing for teaching. Lists of resources and materials are offered as references to be used by educators in updating and formulating a prereading program. Group and individual checklists are included to add to the teachers' tools for assessment. The information is also designed to facilitate the process of evaluating and reporting student progress.

READING EFFECTIVENESS PROGRAM: ELEMENTARY SCHOOL GUIDE. Indiana Department of Public Instruction. 1974. For information, write to Dr. Gail M. Tissier, Director, Division of Reading Effectiveness,

Indiana Department of Public Instruction, 120 West Market Street, 10th Floor, Indianapolis, Indiana 46204. [ED 119 142, 214pp.]

Specific reading program objectives are included in this guide in the areas of prereading; word recognition; comprehension; study skills; and attitudes, interests, and values. Methods of determining reading ability by diagnosis and methods for estimating reading potential are discussed. Factors involved in early reading experiences which are discussed are auditory discrimination, visual discrimination, and the use of picture books and easy reading books. Approaches to reading instruction which are analyzed are the basal approach, the language experience approach, the individualized approach, the linguistic approach, the programmed approach, orthographic variations, the intensive phonics approach, and multi-media approaches. Suggestions are given on how to develop word recognition, comprehension, and study skills. The affective dimension of reading is carefully considered. Methods for developing and assessing children's interests and attitudes are explained. Also included are sections on program organization and evaluation.

Elementary Grades-Junior High

TEACHER'S GUIDE FOR LANGUAGE ARTS, GRADES 4-8. St. Louis Public Schools. 1975. Available from Ms. Anne E. Price, Director, Division of Curriculum Services, St. Louis Board of Education, 1517 South Theresa Avenue, St. Louis, Missouri 63104 ($4.40, make check payable to Curriculum Services Fund, St. Louis Board of Education). [ED 122 276, 183pp.]

This curriculum guide was developed according to the convictions that all language skills complement and reinforce each other, that the pupil should learn to use these skills as a means of communicating effectively, that the language program should help the pupil utilize the language skills in all other areas of study, and that the ultimate goal of the program is to enable the pupil to become a functioning member of the world community. The guide outlines the goal, objectives, materials, course content, and suggestions for language and reading in each of the five grades. An additional section outlines a gifted program designed to promote pupil growth toward self-initiated and self-directed learning. An appendix contains the Dale-Chall Readability Index for "Adventures in Reading," a glossary of terms, and a pupil record sheet.

LANGUAGE ARTS GUIDE, GRADES KINDERGARTEN-NINE. Sycamore Community School District. 1974. Available from Joseph B. Flege, Sycamore Board of Education, 4881 Cooper Road, Cincinnati, Ohio 45242 ($5.00, make check payable to Sycamore Board of Education). [ED 101 345, 432pp.]

This curriculum guide provides a systematic sequence of experiences in the language arts for students in kindergarten through the ninth grade. The guide is organized in two main sections: (1) A Continuum of Skills, with divisions on decoding, critical skills in factual material and literature, handwriting, spelling, and grammar; and (2) Child Expectancies and Teaching, which consists of teaching strategy outlines for kindergarten through ninth grade. A glossary is included.

Secondary: Grades 7-12

A COURSE OF STUDY IN ENGLISH/LANGUAGE ARTS FOR GRADES 10-12. Rochester Public Schools. 1975. Available from Jerry Reynolds, English Consultant, K-12, Rochester Public Schools, Coffman Building, Rochester, Minnesota 55901 ($6.00, make check payable to Rochester Public Schools, Independent School District 535). [ED 122 280, 367pp.]

The semester elective program outlined in this document is student centered, capitalizes upon teacher interests and competencies, provides both a spectrum of courses open to all three high school grade levels and broad utilization of materials, enables students to make up courses, and includes basic requirements and elective options. Included are the goal and philosophy of the Rochester (Minnesota) public schools and of the English/language arts curriculum and outlines for courses in the categories of English, humanities, journalism, and speech/drama. Each of the course outlines includes a course description, lists of objectives and requirements, suggested approaches, and lists of materials and resources—printed and audiovisual.

READING EFFECTIVENESS PROGRAM: MIDDLE, JUNIOR AND SECONDARY SCHOOL GUIDE. Indiana Department of Public Instruction. 1975. For information, write to Dr. Gail M. Tissier, Director, Division of Reading Effectiveness, Indiana Department of Public Instruction, 120 West Market Street, 10th Floor, Indianapolis, Indiana 46204. [ED 119 143, 239pp.]

This guide offers suggestions for an all-school reading program focusing on four areas of instruction: a diagnostic-prescriptive instructional reading program, a content area instructional reading program, a recreational-leisure reading program, and an efficiency-study skills reading program. Techniques for diagnostic-prescriptive reading include reading interest inventories, informal reading inventories, standardized reading achievement tests, and a checklist for organizing reading instruction. Suggestions are given for teaching the developmental skills of vocabulary, comprehension, and study skills. Comprehensive sections on how to teach reading in the content areas of English, social studies, science, mathematics, and home economics are provided. A materials listing indicates level and skills use of many commercial materials. Means for evaluating the all-school reading program are suggested.

COMMUNICATIONS—LANGUAGE GUIDELINE INTERMEDIATE. East York Board of Education. 1975. Available from Mr. Ken Drope, Curriculum Coordinator, East York Board of Education, 840 Coxwell Avenue, Toronto, Ontario, Canada M4C 2V3 ($12.00). [Not available from EDRS.]

These guidelines suggested by the East York Curriculum Committee (Toronto, Canada) attempt to define fundamental principles about both language and child development. Geared toward the intermediate level student, this curriculum guide breaks down the essential skills of listening, including note-taking; speaking, with emphasis on intonation and regional and social dialects; reading, focusing on diagnosis, comprehension, and literature; and writing, including discussion of content and grammar. Specific exercises to attain mastery in these areas are suggested. Appendixes discuss issues in both teacher and student evaluation, teaching English to non-native speakers or to those with specific learning disabilities, remedial and corrective teaching, and test-taking skills. A bibliography of texts about psycholinguistics and reading, intermediate teaching resources, and professionally related matters is also included.

TEACHER'S GUIDE FOR COMMUNICATION SKILLS, SECONDARY SCHOOLS. St. Louis Public Schools. 1974. Available from Mrs. Nell Baumann, St. Louis Board of Education, 1517 South Theresa Avenue, St. Louis, Missouri 63104 ($6.00, make check payable to Curriculum Services Fund, St. Louis Board of Education). [ED 117 742, 341pp.]

This guide is a reference for the teacher to use in each of the language arts areas (reading, writing, speaking, listening, and logical thinking) where instruction in communication skills is desired. Part one of the guide covers school publications, journalism, speech, media survey, and dramatics; part two contains sections on competency requirements, communications labs, reading, and writing; and part three includes eight elective literature courses and a statement on English seminars or minicourses. For each section, the goals, content, activities, and materials are outlined.

TEACHER'S GUIDE FOR COMMUNICATION SKILLS, GRADES 11 AND 12, SECONDARY SCHOOLS. St. Louis Public Schools. 1975. Available from Mrs. Nell Baumann, St. Louis Board of Education, 1517 South Theresa Avenue, St. Louis, Missouri 63104 ($6.00, make check payable to Curriculum Services Fund, St. Louis Board of Education). [ED 117 743, 454pp.]

This guide focuses on communication skills within seventeen courses: American literature 1 and 2, English literature 1 and 2, world literature 1 and 2, advanced composition, advanced literature, advanced literature and composition 1 and 2, film study, science fiction, modern writers, comic spirit, Afro-American literature, career English, and college prep English. Each course outline contains a description, general goals, content, activities, and materials. Also included is an outline for the overall goals of the communication skills curriculum in the subject areas of listening, reading, writing, speaking, language, critical thinking, literary interpretation and appreciation, and media.

Criteria for Planning and Evaluation of English Language Arts Curriculum Guides (Revised)

Introduction

To perform the task of curriculum evaluating, the Committee on Curriculum Bulletins has developed and repeatedly revised its "Criteria for Planning and Evaluation of Curriculum Guides," trying to keep up with trends set by the best curriculum practitioners. These criteria were established with several objectives in mind. First, with these criteria each member of the Committee has a uniform tool which he can use to evaluate the curriculum guide. In line with this first objective, the subcommittee that developed the criteria* felt that each guide should be evaluated as a unique guide, not directly compared to other guides throughout the United States. Secondly, the criteria serve to help schools and other educational agencies develop and evaluate curricula designed to guide teachers. The Committee also hopes that the criteria will be a possible change agent. The evaluation instrument was designed to apply to many different content emphases within the field of English-language studies, along with the learning process, organization, methodology, and language versatility. The criteria and the annotation are a kind of synthesis set of Utopian standards with definite biases that the Committee readily acknowledges. So far no single guide has "met" the standards for the criteria.

School districts wishing to have guides evaluated should mail one copy to the NCTE Committee on Curriculum Bulletins, 1111 Kenyon Road, Urbana, Illinois 61801. It would help the Committee to have in addition a statement containing information about the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. The evaluation process normally takes from four to eight weeks. There is no charge for this service.

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*The subcommittee for the 1971 criteria included Sister Rosemary Winkeljohann, then Chairman of the Committee; William Strong, Associate Chairman; Allan Dittmer, Member of the Committee; William J. Scannell, NCTE Liaison Officer; David Kives, former NCTE Director of Special Projects; and Richard Adler, former NCTE convention coordinator. The subcommittee for the current revised criteria (1973) included Richard Adler, University of Montana; Mae L. Jackson, University of Oregon; Allan Dittmer, University of Nebraska; Barbara Rodgers, University of Cincinnati; Betty Swiggett, Hampton, Virginia; Adrian B. Sanford, Educational Development Corporation; and Mima Ann Williams, Abilene, Christian College.

PHILOSOPHY: What We Subscribe To

This guide . . .

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.

   Philosophy is what we believe, and it's a good thing to get out in the open.

2. has content that follows logically and consistently from its statement of philosophy.

   If a philosophy doesn't guide decision-making, it's largely useless.

3. promotes a natural, organic integration of language arts experiences.

   Things ought to go together.

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

   Language is primarily a living process, not an artifact.

5. stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

   The best chance for stimulating learning is to start where the kids are.

6. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   Who's it for anyway? Complete involvement in the process is ideal.

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   Nobody ever really wins. The business of the classroom is cooperation: between teachers and students, and students and students.

8. indicates that successful experiences in language development are essential for all students.

   Success comes in all colors, shapes, and sizes. All kids need to succeed in school.

POLICIES AND PROCEDURES: How We Operate

This plan . . .

1. helps free teachers by explaining their responsibilities and by suggesting the possibilities open to them.

School systems usually have expectations, and it's a good thing for teachers to know their options.

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   The nuts and bolts ought to be specified, not just guessed at.

3. supports the view that curriculum building is an ongoing process.

   Curriculum, like kids, keeps changing—or at least it should. There ought to be a plan and somebody to make sure it happens.

4. reflects the interaction and cooperation of members of the total educational community.

   Everybody should have a say, and they ought to be listened to.

5. encourages continual inservice training and professional improvement for all teachers.

   Change is continuous, as is the learning process.

OBJECTIVES: What We Hope Will Happen

This guide . . .

1. has objectives that follow directly from the philosophy.

   "What you see is what you get!"

2. sets clear objectives for all the major components of the English curriculum.

   Say what you want to happen so that it makes sense to you and anybody who reads it.

3. states objectives in a manner which facilitates recognition and description of progress.

   An objective can be a useful thing if it helps you to focus on what kids do.

4. distinguishes teacher objectives from student objectives.

   What teachers do should be differentiated from what students do.

5. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptibly, and some processes are not easily broken into steps or levels of achievement.

6. recognizes that cognitive and affective behavior are inseparable in actual experience.

   Thoughts and feelings interact continuously.

7. contains objectives for improving language performance, as well as perceiving more clearly what others do with language.

   Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.

ORGANIZATION: How We Channel the Flow of Energy

This plan . . .

1. makes clear how particular units, lessons, and/or procedures are related to the total English program.

   Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.

2. suggests a possible workable sequence of basic communication skills.

   A suggested logical order is helpful even if it can't always be followed by particular children.

3. organizes major aspects of the language arts to provide directions for planning.

   Themes are a pretty good way to organize a curriculum but not the only way.

4. regards textbook materials, if used, as resources rather than courses of study.

   Textbooks don't equal the curriculum—at least not in the best programs. Teachers and kids and parents are the real resources.

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   Classrooms are not conveyor belts in the factory of learning. It's the things that happen on the way that count.

6. supplies specific procedures which will enable teachers to help their students to become increasingly independent.

   Dependency is learned, but so is independence.

7. reflects the principle that the students themselves should often generate learning activities.

   Kids are natural learners who sometimes learn to be uncurious and unquestioning. They learn when we let them.

PROCESS AS CONTENT: The Ways That Students Experience

This guide . . .

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.

   No method is sacred; each is useful for a different purpose. In many schools, however, more emphasis needs to be placed on inquiry.

2. contains activities that have a "problems" or "questions" focus.

   Documents from the past or problems from the present or future should often be used to promote training in inquiry.

3. arranges its inquiry approach so that students gain confidence in their problem-solving abilities.

   An "inquiry attitude" is learned through successive and successful encounters with problems that can be solved.

4. indicates methods to promote cooperative interaction among students.

   Classroom experiences should provide guided practice in group dynamics.

5. has strategies to encourage each student to discover and extend his own ways of perceiving and learning.

   Because each student has a unique perception of experience, it is essential for him to develop his own growing analytic and creative powers.

6. stipulates ways to focus conscious attention on the processes of inquiry and learning.

   Inquiry processes—learning how to learn—are probably the most important activities that students and their teachers can engage in.

LANGUAGE

This guide . . .

1. suggests that the content of language study often comes from real life.

   Language is as real and personal as each individual.

2. provides for study of conventional areas of linguistics.

   Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).

3. suggests study of unique customs of specific language areas.

The "languages" of advertising, politics, religion, and many other human activities are worth studying. Teachers need to ask the right questions about the ways these languages work.

4. provides for frequent imaginative use of language in student-created and student-moderated groups.

   Improvised drama, role-playing, task groups, and brainstorming are ways that kids can explore language. Imagine what it would be like if. . . . Then talk it out.

5. reflects knowledge of current or recent developments in modern language theory.

   Some of the new grammars work better than the old ones because they describe our language more precisely.

6. suggests activities that help students learn the difference between grammar and usage.

   Grammar is primarily the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

   The analysis of grammar is different from processes of composing.

8. recognizes the assets of bidialectal, bilingual, and non-English-speaking children in exploring language concepts.

   We live in a pluralistic society.

9. suggests activities that help students acquire or expand their facility to understand and use the English language.

   The basis for all language is experience.

10. recognizes the importance of children accepting their "home-rooted" language, as well as that of others.

    Positive self-concepts help kids to become more "open" people.

COMPOSITION: How We Shape Language and Ourselves

This guide . . .

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.

   Composing requires an orchestration of experience. There are different ways to say things, and all are worthy of investigation.

2. emphasizes the significance of composing as a means of self-discovery.

   E. M. Forster said, "How can I know what I think 'til I hear what I say?"

3. recognizes the importance of the composing processes as ways of bringing order to human experience.

   Composing is a way to make sense of our world.

4. has activities designed to stimulate composing.

   Precomposing experiences, if important to kids, can help stimulate more worthwhile writing.

5. recommends that composing should often occur in small groups.

   Kids can help each other shape their thinking.

6. affirms that composing is always creative.
7. suggests that composing stems from meaningful precomposing experiences.

   The better the input, the better the output. Creation requires stimulation.

8. recommends that composition should occur for different purposes and usually for audiences other than the teacher.

   Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing whom you're talking to and why.

9. recommends that composing should occur in an atmosphere of maximum sharing.

   Let kids help each other.

MEDIA: "The Medium Is the Message"

This guide . . .

1. promotes audiovisual as well as verbal literacy.

   Students need to explore the relationships among visual, verbal, and kinesthetic communication.

2. acquaints teachers with the characteristics and potential use of various media.

   The electronic age is with us. Are we with it?

3. suggests ways of involving students in using media.

A pen and ink is just one voice. Kids need the options of communicating with color, motion, and sound.

4. suggests specific media supplements for learning activities.

   The media are like extension cords; they plug into a wider world.

5. lists media resources available to teachers, and specifies procurement procedures.

   What's available and how do you get it? Media doesn't get used unless it's accessible.

READING AND LITERATURE: The Worlds Students Experience

This guide . . .

1. provides ways for the teacher to determine individual degrees of readiness.

   Shakespeare said, "The readiness is all."

2. suggests procedures to help teachers develop student reading skills.

   The "teaching of reading" means more than having a few books around.

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

   A person really never stops learning how to read. There are always new skills to learn.

4. relates the skills of reading to a total language program.

   Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience, and the whole thing vibrates and responds.

5. makes provisions for a comprehensive literature program.

   Get a lot of books of all kinds in kids' hands.

6. recognizes that it is more important to "engage in" literature than to talk about terms.

   Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.

7. recommends that teachers allow and encourage students to select and read all types of literature, especially contemporary.

   Take the lid off the reading list, and let kids explore.

8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.

   What kids say about literature is important, and so is how they feel about it. Our efforts should be devoted to helping kids extend and deepen their responses.

9. suggests acting and role playing as a means of exploring literature.

   Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it.

EVALUATION: Discovering and Describing Where We Are

This guide . . .

1. has a coherent and useful rationale for evaluation.

   The rationale should be related to philosophy and objectives. The reporting policy should be explicit.

2. stipulates that reporting procedures describe pupil progress, including growth beyond the scope of stated objectives.

   Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides."

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

   Marks and scores are not ends; the end of evaluation should be information useful for furthering achievement.

4. suggests methods of evaluation which help to encourage a pupil, not to discourage him.

   Teachers should encourage and respect any progress a pupil makes rather than punish or badger him for any apparent lack of progress.

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.

   Each pupil learns in a different way at a differing rate from other pupils.

6. suggests that most evaluation be tailored to the students' ability, age, and personality.

   Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at least acknowledged, then evaluation should be individualized.

7. recognizes that the student must be involved in all evaluation.

   Self-evaluation is crucial to learning.

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.

DESIGN: Form, Function, and Flavor

This guide . . .

1. is easy to read; the language is clear and effective.

   Guide writers should set a good example in communicating; our medium has a message.

2. exhibits an appealing form and style.

   An attractive and creative guide will stimulate use.

3. has a format which makes revision convenient.

   A looseleaf format makes a guide more amenable to change.

4. states its relationship to any other curriculum guides published by the school system.

   Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit.

5. suggests as resources a large variety of specific background materials and school services.

   A guide, to be useful, has got to have useable things in it.

6. identifies people and procedures which will promote interdisciplinary activities.

   We can build walls around ourselves with labels like English, social studies, and science.

Members of the 1978 NCTE Committee on Curriculum Bulletins

Allan E. Dittmer, *Chair*
Department of English
116 Lyman Hall
University of Nebraska
Lincoln, Nebraska 68508

Marcia Lynn Applebee
Yankee Ridge Elementary School
2418 East Elm
Urbana, Illinois 61801

Thelda Bevans
12345 S.W. 121
Tigerd, Oregon 97223

Nancy N. Cooper
San Jose State University
San Jose, California 95192

Sr. Jean Dummer, CSJ
College of St. Catherine
2204 Randolph Avenue
St. Paul, Minnesota 55105

Cliff Ferry
3316 NE Pacific Street
Portland, Oregon 97232

Vetal Flores
Department of English
Angelo State University
San Angelo, Texas 76901

Jeff Golub
3025 26th Avenue West
Seattle, Washington 98199

John T. Harwood
Chair of Basic Studies
Christopher Newport College
Box 6070
Newport News, Virginia 23606

Peter Hasselriis
215 Education Bldg.
University of Missouri-Columbia
Columbia, Missouri 65201

Carol B. Petersen
Highland Park School
P.O. Box 200
Beaverton, Oregon 97005

Frances Russell
Winchester High School
Winchester, Massachusetts 01890

Linda Shadiow
Office of Public Instruction
State Capitol
Helena, Montana 59601

Rosina Spitzer
20251 Wind Cave Lane
Huntington Beach, California
92641

Charles Suhor
Deputy Executive Director
NCTE
1111 Kenyon Road
Urbana, Illinois 61801

Martha Swedlund
1214 McPherson
Richland, Washington 99352

Harry Walen
6 Floral Street
Newton, Massachusetts 02161

Sr. Rosemary Winkeljohann
University of North Dakota
Corwin Hall
Grand Forks, North Dakota 58202

Dorothy Young
3319 S. 29th Street
Lincoln, Nebraska 68502

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